

**TEACHING WRITING A DESCRIPTIVE TEXT BY USING FORTUNE
COOKIE WRITING ACTIVITY TO JUNIOR HIGH SCHOOL
STUDENTS**

PAPER

*Submitted as a Partial Fulfillment of the Requirements for Strata One
(S1) Degree*



By:

Nur'Adni Ulfa

83622/2007

Advisor:

Muhd. Al-Hafizh, S.S., M.A.

**ENGLISH DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
STATE UNIVERSITY OF PADANG
2012**

HALAMAN PERSETUJUAN MAKALAH

Judul : Teaching Writing a Descriptive Text by Using Fortune
Cookie Writing Activity to Junior High School
Students

Nama : Nur 'Adni Ulfa

TM/NIM : 2007/ 83622

Program Studi : Pendidikan Bahasa Inggris

Jurusan : Bahasa dan Sastra Inggris

Fakultas : Bahasa dan Seni

Padang, Januari 2012

Disetujui oleh :

Ketua Jurusan,



Dr. Kurnia Ningsih, M.A.

NIP.19540626 198203 2 001

Pembimbing,



Muhd. Al-Hafizh S.S, M.A

NIP. 19791006 200212 2 004

HALAMAN PENGESAHAN LULUS UJIAN MAKALAH

**Dinyatakan lulus setelah dipertahankan di depan Tim Penguji
Jurusan Bahasa dan Sastra Inggris Fakultas Bahasa dan Seni
Universitas Negeri Padang**

**TEACHING WRITING A DESCRIPTIVE TEXT BY USING FORTUNE
COOKIE WRITING ACTIVITY TO JUNIOR HIGH SCHOOL
STUDENTS**

**Nama : Nur'Adni Ulfa
NIM : 2007/ 83622
Studi : Pendidikan Bahasa dan Sastra Inggris
Jurusan : Bahasa dan Sastra Inggris
Fakultas : Bahasa dan Seni**

Padang, Januari 2012

Tim Penguji

Tanda Tangan

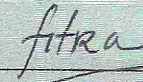
1. Ketua : Muhd.Al-Hafizh, S.S.,M.A.

()

2. Anggota : Rusdi Noor Rosa, S.S.,M.Hum.

()

3. Anggota : Fitrawati, S.S.,M.Pd.

()

ABSTRAK

Ulfa, Nur'adni. 2012. *“Teaching Writing a Descriptive Text by Using Fortune Cookie Writing Activity to Junior High School students”*. Paper. Jurusan Bahasa dan Sastra Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Padang.

Pada masa sekarang kebanyakan siswa Sekolah Menengah Pertama mengalami kesulitan untuk menulis teks deskriptif. Masalah yang dihadapi diantaranya adalah siswa mengalami kesulitan dalam menyampaikan ide, kekurangan kosakata dalam menulis, serta kurang termotivasi untuk menulis. Oleh karena itu, paper ini membahas tentang pengajaran menulis teks deskriptif untuk siswa tingkat Sekolah Menengah Pertama.

Salah satu usaha untuk dapat membantu siswa untuk menulis teks deskriptif adalah dengan menggunakan *fortune cookie writing*. *Fortune cookie writing* merupakan sebuah kegiatan pembelajaran yang dapat memotivasi siswa untuk bisa menulis. Dalam kegiatan ini siswa memperoleh pesan dari dalam *fortune cookies* yang berisikan ide dan kosakata. Melalui pesan tersebut siswa diharapkan mampu mengembangkan ide untuk membuat teks deskriptif sederhana. Pengajaran menulis ini terdiri dari tiga langkah yaitu *pre teaching*, *whilst teaching* dan *post teaching*, yang mana di *whilst teaching* terbagi menjadi tiga tahapan yaitu: *Exploration*, *Elaboration*, dan *Confirmation*. Dalam tahapan *exploration*, siswa melakukan kegiatan *pre writing*. *Fortune cookie* akan diberikan kepada siswa agar siswa memperoleh ide untuk menulis. Sementara itu, pada tahapan *elaboration* siswa mulai menulis teks deskriptif. Disini siswa memperoleh kosakata dari dalam *fortune cookie*. Kemudian, untuk tahapan *confirmation*, siswa merevisi dan mengedit tulisan mereka. Pada tahapan akhir yakni *post-teaching* meliputi kegiatan menunjukkan hasil tulisan siswa didepan kelas melalui *fortune cookie publishing board*, lalu guru memberikan tugas dan menyimpulkan pelajaran.

ACKNOWLEDGMENTS

First of all, the writer would like to thank to Allah SWT for giving her health, blessing, and opportunities to accomplish her paper entitled “Teaching Writing a Descriptive Text By Using Fortune Cookie Writing Activity at Junior High Schools”. Furthermore, Shalawat and blessing upon the prophet Muhammad SAW the Uswatul Hasanah for all Moslems.

Next, the sincere gratitude is given to her advisor, Muhammad Al-Hafizh, S.S., M.A. who has kindly and patiently guided her to complete this paper. Then, her appreciations are also due to Rusdi Noor Rosa, S.S.,M.Hum. and Fitrawati, S.S., M.Pd. as her examiners who have given her many contributions and suggestions to improve the quality of this paper.

The writer’s gratitude also addressed to Rima Andriani Sari, S.Pd., M.Hum. as her academic advisor for the support, attention, and care during her studies. The writer also thanks to Dr. Kurnia Ningsih, M.A. as chairman and Dra. An Fauzia R. Syafei, M.A. as secretary of the English Departement, and all of the lectures and administration staffs of the Departement.

Finally, special thank is expressed to her beloved parents, Drs. Syaiful Azhar M.Pd. and Mardiyah S,Pd. for their love and support. The writer would like to thank all of the family members who used to encourage her to accomplish this paper. Thanks also addressed to all friends for all the kindness and sincerity.

Padang, Januari 2012

The Writer

TABLE OF CONTENTS

ABSTRAK.....	i
ACKNOWLEDGMENTS	ii
TABLE OF CONTENTS.....	iii
CHAPTER I. INTRODUCTION	
1.1 Background of the Problem.....	1
1.2 Limitation of the Problem.....	4
1.3 Formulation of the Problem.....	5
1.4 The Purpose of the Paper.....	5
CHAPTER II. REVIEW OF RELATED LITERATURE	
2.1 The Concept of Writing.....	6
2.2 Teaching Writing At Junior High School.....	7
2.3 The Concept of Descriptive Text	
2.3.1 The Definition of Descriptive Text.....	10
2.3.2 The Generic Structure of Descriptive Text.....	10
2.3.3 The Language Feature of Descriptive Text.....	11
2.3.4 The Function of Descriptive Text.....	12
2.4 The Concept of Fortune Cookie Writing Activity	12
CHAPTER III. DISCUSSION	
3.1 Teacher's Preparation.....	15
3.2 Teaching Procedures	
3.2.1 Pre Teaching Activity.....	16
3.2.2 Whilst Teaching Activity.....	18
3.2.3 Post Teaching Activity.....	24
3.3 The Advantages of Using Fortune Cookie Writing Activity.....	25

CHAPTER IV. CONCLUSION AND SUGGESTION

4.1 Conclusion.....	27
4.2 Suggestion.....	28

BIBLIOGRAPHY

APPENDICES

CHAPTER I

INTRODUCTION

1.1 Background of the Problem

Writing is one of the crucial skills that cannot be separated from English teaching learning process besides listening, speaking, and reading. By writing, the students can express their own idea, thought, feeling, and their own experience through a written form. In writing, the students must really understand about grammar and structure because in written form the mistake will appear clearly. It can cause misunderstanding for the reader if the writer writes with no consideration of choice of words, the grammatical of sentences, and using of the punctuation. In addition, it means that writer should make a good arrangement in writing to make the readers understand.

In junior high school, writing is one of the skills that should be taught in teaching learning process. Related to the curriculum that is used in Indonesia today, writing in junior high school comes up as a skill that supports another skill. Based on School Based Curriculum or *Kurikulum Tingkat Satuan Pendidikan* (2006), the standard competencies for second semester of seventh grade in junior high school is expressing meanings in simple short functional written text and essay in the form of descriptive and procedures to communicate with people in student's immediate environment. Moreover, one of the basic competencies is expressing meanings in simple short essay in the form of written text accurately, coherently, and acceptably in order to communicate with people in students' immediate environment in the form of descriptive and procedures. Thus, based on

the standard competencies and basic competencies above, students should be able to understand these text types and use it in interacting with the environment.

Based on the basic competence above, there are two simple short monolog texts in writing taught for second semester of seventh grade at junior high school. One of them is descriptive text. Descriptive is relatively close to students' daily life, because the students often use it in their daily life. As example, they might describe about themselves, their house, family, etc. It tells about the real things that have occurred in students' environment. In other words, descriptive text provides the real conditions that happen to students.

Gerot and Wignel (1994) identifies that descriptive is a kind of texts that has purpose to describe particular place, person, or thing to the reader. They also explain the generic structure of the text is included identification and description. In identification, the writer identifies phenomenon to be described. While in description, it describes parts, qualities, and characteristics. For the language features, this text focuses on using simple present tense and adjectives.

However, writing a descriptive text becomes a problem for junior high school students. Most of them have opinion that writing is difficult even just to write a simple descriptive. Based on the writer's interview with an English teacher at junior high school in Pariaman, there are some problems that are faced by the students in writing a descriptive text. First, they have lack of vocabulary. Graves in Beccary (2007) stated that the ideal goals of vocabularies for beginners are 2500-3000 words to support the learning process. Without having enough

vocabulary the students cannot describe something clearly to be a good descriptive text. Moreover, the function of descriptive is to describe something to the readers, so they could capture the image of what is being described. However, students' vocabulary is limited; as a result, they cannot write a descriptive text well.

Second, another problem faced by junior high school students in writing descriptive is finding out interesting ideas to write. Ur (1994) says the purpose of writing is to express the ideas and also to deliver message to the reader. So, the ideas themselves should be seen as the most important aspect of the students' writing. Without ideas, the students often stopped writing at the beginning because they do not know what to write about.

Third, the basic problem faced by the students in writing descriptive text is they have lack of motivation. Motivation is yet another important thing to consider. Dorret (2001) says that the students need an additional motivation to write. It is because for some students, the only reason to accomplish writing is to get a good grade. Some students assume that they practice writing only because they want to pass exam. As stated by Yan (2005) in many countries, education systems emphasize writing for taking tests. Thus, it seems like these reasons are not likely to make students motivated and excited about writing. That is why some students feel that writing is difficult.

As the students face the difficulties in writing, teachers also have obstacles to motivate students engaging in writing activities with any enthusiasm. Since

students need motivation and inspiration to write well, it can take a great deal of time for the teacher to develop such a creative, interesting, and well-planned lesson to teach. However, by giving a creative writing lesson, it is going to be worth and students will find it fun to do. Especially in teaching writing descriptive text, teacher should provide an interesting activity which is able to be useful for developing students writing skill. In addition, the teacher should consider an easy way to make the students interested.

Therefore, the writer proposes a creative and interesting activity in teaching writing for junior high school students. It is called fortune cookie writing activity. According to Longman dictionary (2004) fortune cookie is a Chinese-American cookie with a piece of paper inside of it that tells you what will happen in your future. Hayden (2011) says cookies can be used to motivate students to write a good descriptive paragraph. She also adds that this activity will work well with elementary students or middle school students.

Fortune cookie writing activity could be a playful lesson because students really enjoy reading their fortune and writing something for themselves related to their fortune. Especially in describing thing that they would get in the future based on what the fortune cookie said. Lever (2009) says a reason that fortune cookie could be successful in teaching descriptive writing is the fact that this activity is fun; it therefore makes students to be very creative. She also adds that for language lesson, discussion and creative writing, this theme is served as an exciting springboard for creativity.

1.2 Limitation of the Problem

This paper is limited on the procedure of using fortune cookie writing activity in teaching writing descriptive text to junior high school students.

1.3 Formulation of the Problem

Based on the limitation above the problem of the paper is formulated into: “How is the teacher use fortune cookie writing activity to teach descriptive text at junior high schools?”

1.4 Purpose of the Paper

The purpose of this paper is to show and explain to the teachers how to use fortune cookie in teaching writing descriptive text to junior high school students.